

# Little Angels Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	300869
<b>Inspection date</b>	04 May 2007
<b>Inspector</b>	Geneen Yvonne Hulse-Brown
<b>Setting Address</b>	30 Bochum Parkway, Sheffield, South Yorkshire, S8 8JR
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<b>Registered person</b>	Little Angels Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Angels Day Nursery is a private nursery, which opened in 1998. It operates from a listed building in the grounds of Mossbrook School, in the Norton area of Sheffield. The nursery offers childcare to children from the local and wider community. There are five playrooms, including a self contained baby unit, plus toilets, a kitchen, an office, a staff room and storage space. The nursery has a secure outdoor play area.

A maximum of 62 children aged three months to eight years may attend the nursery at any one time; of these, not more than 21 may be under two years. The nursery is open Monday to Friday, all year round, from 08.00 to 18.00 and children attend for a variety of sessions. The nursery offers holiday play care during school holidays. There are currently 64 children on roll, of these, 20 receive funding for early education. They offer care to children with learning difficulties and disabilities and to children for whom English is an additional language.

There are 10 staff who work directly with the children on a full and part time basis and all hold early years qualifications. Three staff are currently on training programmes working towards NVQ level three. The setting receives support from a qualified teacher from the local authority

and the early years inclusion teacher. The nursery is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have fun and enjoy a wide range of physical activities, which contributes to keeping them healthy. They enjoy regular outdoor sessions where they can explore their environment, climb, dig and play chasing games. They confidently pedal bikes, throw balls and play with the parachute, taking turns to run underneath. Older children manage the internal stairs with increasing confidence. A well planned outdoor area offers the children space to dig in the sand pit and plant herbs in garden. All children enjoy walks to the park to see the animals and explore the large apparatus there. Babies and toddlers effectively explore their surroundings, using push-a-longs and sit and rides to develop their mobility. Children's fine motor development is successfully promoted as they manipulate tools well, such as scissors, pencils, glue spreaders and paint brushes.

Staff use lots of opportunities to reinforce the children's understanding of keeping healthy through the use of projects, displays and planned topics. They use everyday conversations to remind them why they wash hands and children respond by talking about 'getting rid of the germs'. Notices around the nursery remind parents about how to protect children from illness and inform of any sickness that the children may have been in contact with, and there are effective systems in place to consistently record accidents. Children demonstrate a high level of independence as they put on coats and aprons. Older children are developing good hygiene practices as they take themselves to the toilet and wash their hands afterwards. Staff follow agreed care plans for babies and young children regarding sleep and feeding times within the routines of the day.

Children are developing an understanding of a healthy diet, as staff talk to them about healthy eating as part of the daily routine and topic work. They use activities and themes to help children explore what foods are good for them as they sit with the children to enjoy social times where they chat and share experiences. Children demonstrate a good understating of their likes and dislikes. For example, by reminding staff they do not like sauce and who likes potatoes and peas. They are starting to know when they are thirsty and need a drink as staff regularly ask them and offer water on request. However, older children do not consistently practise pouring their own drinks and cannot access drinks independently. Staff take into account children's individual dietary needs as the nursery cook plans and serves nutritious meals and snacks to the children. A three week menu is displayed in all playrooms for parents and children are encouraged to try new foods and vegetables. Babies are fed as their care plans dictate and are cuddled, sit in rockers or are starting to sit in high chairs to attempt to feed themselves. Children are cared for in a warm, clean environment where good hygiene practice is effectively promoted.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised due to staff conducting daily risk assessments. Staff encourage the children to help sweep up the sand and mop up spills so as not to slip on the playroom floor. They learn how to keep themselves safe due to staff sensitively reminding them of the boundaries as they move around the nursery

developing their independence. Staff remind the children not to throw sand as it will get in peoples eyes and to be careful with scissors. Children understand not to run indoors and to hold the hand rail when going up and down the internal stairs. Staff consistently talk to the children about keeping safe as part of regular discussions, using topics and outings to consolidate their understanding. Effective systems are in place to ensure that the premises are safe and secure. All visitors to premises are welcomed at the door and asked to sign the register prior to entry to the main nursery.

Low-level shelving enables the children to independently make choices from a broad range of resources and they request anything they cannot see. Well planned areas allow them space to be quiet, use their creativity, extend their imagination and develop their play. Children benefit from daily access to a fun outdoor play area, where they can explore and experiment in all weathers. Babies enjoy exploring a tactile and sensory area that has soft play surfaces to cushion falls as they start to become more mobile.

Effective procedures are in place to support good practice and most staff hold current first aid certificates. The staff team are well experienced and demonstrate a good knowledge of child protection procedures and how to keep children safe as they have all attended in-house training. They understand their role in protecting children and use this information effectively to promote the children's well-being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at nursery. They make good progress in all areas of development as knowledgeable staff plan activities and experiences that keep children interested and motivated. Staff effectively use of the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework, to provide good quality care and education. Children settle well, and are happy and secure as they enthusiastically undertake a wide range of fun and challenging activities. They are confident and interested in their surroundings, establishing very good relationships with staff and children alike. Throughout the nursery children actively make choices about their play, choosing toys and equipment to undertake tasks from the broad and interesting range available. They love dressing up to act out roles being doctors and builders. Children demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They confidently attempt to dress themselves for playing outdoors and put aprons on to paint. Children enjoy tactile and sensory experiences, painting the soles of wellies to print patterns, running glue through their fingers and squeezing dough to make shapes.

Babies giggle with glee as they rattle shakers and experiment with cause and effect toys, open doors and push buttons to make sounds. They are cared for in a warm, secure and sensory environment where their individual needs are consistently catered for. Staff offer consistent support and respond to the children's ideas and suggestions. Young children enjoy physical contact, such as cuddles to help them feel secure and develop their confidence. Staff know the children well and respond by offering reassurance when visitors enter the room. More confident children approach visitors asking why they are there, requesting help with toys and involving them in games. Children are encouraged and supported to extend and try out new skills, such as learning new words and building tall towers. Children receive high levels of support from staff who are starting to use observation snap shots and their knowledge of the children to build on what they can do to extend activities at the child's own pace.

The nursery is in the process of reviewing their assessment and planning systems to ensure they reflect the 'Birth to three matters' framework and the Foundation Stage, as they do not always clearly reflect where children are at and enable them to plan for the next steps. They have identified that using short observations and photographs will offer a clearer picture to enhance and streamline their existing system.

## Nursery Education

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are busy, interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. They use their imagination very well during role play activities, making up simple stories when building a lions den and in dressing up games. Children show good levels of concentration as they access tools and materials, such as wooden and interlocking bricks to construct simple and complex models. They make active choices from the wide range of construction materials to build and design as they extend their imagination

Children are confident speakers and listen intently to each other at group time, valuing what each other has to say. They share experiences, talking about home, holidays, family and events with enthusiasm. Children excitedly recall birthday parties talking about having a magician and about 'going to big school when I'm five'. Staff listen with interest to what the children say, offering support and suggestions to enhance their experiences. When listening to music they talk about discs they have at home and suggest to staff they should buy the same ones. Children sound out the letters of their names and match sounds to pictures, for example, 's is for snake'. They learn new vocabulary as part of their play and when listening to stories, such as 'stethoscope' and 'scared'.

Children are introduced to number and problem solving through daily activities, counting and sorting as part of daily routines, singing and ring games. They count the number of spots and stripes on leopards and zebras and note the giraffe has four legs. When building towers they look whose is the tallest and cut play dough into two pieces. Children enjoy completing simple and more complex jigsaws and talk about making a jigsaw on the computer. They make patterns in paint and design maps on the computer, which they print off and show each other with pride.

Children's interest in the natural world is successfully promoted as they grow herbs and onions in the nursery garden. They show keen interest in their environment and talk about the weather before going out to play. Children use programmable toys and equipment with increasing competence, showing each other how to make patterns using the mouse and how to change colours on their pictures. Children explore their natural creativity as part of daily routines, although they are not routinely offered opportunities to further extend independent learning and exploration. They are able to access materials and look at textures to make collages, talk about making 'wiggly worms' from play dough and how the scarf is 'fluffy'.

Children are very confident and engage well with each other and welcome visitors, sharing their achievements and negotiating roles in games. They play well together and alone to enthusiastically progress their ideas. Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others. They enjoy learning about the lives of others through topics and planned activities.

Observation systems are in place to effectively to monitor children's progress with information from parents completing the picture. These observations are under review to ensure they form an effective aid to planning and to progressing the children's learning. Children undertake a good balance of focused and freely chosen activities, with staff responding and making changes to incorporate the children's ideas and suggestions. Staff demonstrate a good knowledge of the early learning goals and use this to plan a broad based curriculum to include all areas of learning. They effectively use open ended questions to extend children's language, develop their thinking and value what they say using positive responses. For example, they encourage the children to look at changes, question what happens next and think what may be the outcome. Attractive and well presented displays of the children's work successfully contributes to promoting their self-esteem.

### **Helping children make a positive contribution**

The provision is good.

Children build strong and respectful relationships with staff and each other, promoting good self-esteem to confidently ask questions and actively make choices. They are warmly welcomed by sensitive staff who value their individuality. They receive praise and encouragement for achievement and attempts, for example, when completing a task and concentrating on an activity for long periods. Children excitedly show off stickers they have received for good work as they put them on their chart used as part of care plans. Well planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Visits to see the animals in the local park, offers children many opportunities to explore outdoors and broaden their knowledge of their environment.

Books, toys, dressing up clothes and pictures depict positive images throughout the nursery and children use regular opportunities to share their home experiences with each other. Children with learning difficulties and disabilities are welcomed into the provision and systems are in place with other agencies to ensure the children are cared for according to their needs. Staff communicate well with other agencies to agree care plans for the children. The staff have recently undertaken Makaton training, which they are starting to use with the children as part of daily routines.

Children's behaviour is very good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment. For example, suggesting 'you wear this and I'll wear that' as part of a dressing up game. Children follow good role models in staff showing care and consideration for others.

Partnership with parents and carers is good. Written displays around the nursery introduce parents to the Foundation Stage and the 'Birth to three matters' framework. Staff are starting to develop this to include photographs of how children learn and show they enjoy a wide range of activities at nursery. Parents and staff work well together to meet the children's needs. They receive good quality information about the setting and in turn share their knowledge of the children. Notice boards throughout the nursery keep parents well informed about activities, policies and procedures. Parents meetings are held twice a year and parents are encouraged to look at children progress records and ask questions as and when they choose. The nursery completes entry questionnaires to gather a clear picture of where children are at when they start. A suggestion box and additional questionnaires during the year offer parents opportunities to make comments for changes or improvements to nursery practice.

Daily report sheets are completed on all children under three years old to inform parents of basic needs and routines, such as how long they have slept and what they have eaten. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. The children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The leadership and management of the nursery is good. Children's care and learning is well supported due to effective organisation of the nursery. Knowledgeable staff demonstrate a consistent understanding of their roles and responsibilities to ensure that children's individual needs are successfully met. However, daily routines can, on occasion, limit children's opportunities to make choices and further develop their independence. The structure of the daily plan is flexible enough for staff to respond to the children's ideas and suggestions. A relatively newly established staff team demonstrate a high commitment to training and development to consolidate practice and further develop the provision. They work well together following effective procedures that monitor and evaluate their work. The management team support committed staff to review practice and adopting new procedures.

A comprehensive range of policies and procedures are in place to support good practice and offer an effective service. These policies are under review to ensure they meet new changes to legislation. The staff team use numerous opportunities to meet together, share information and continue to develop working practices. They have identified the need to review and update observation and assessment systems to monitor children's progress to give a clearer picture of where each child is at and identify gaps in the provision. Overall, the provision meets the needs of the range of the children for whom it provides

## **Improvements since the last inspection**

Previous recommendations from the last inspection relating to policies and procedures for complaints and child protection have been successfully addressed to support the organisation of the nursery and keep children safe. Fire drills are varied to ensure staff have a good understanding of fire safety procedures to effectively maintain children's safety.

Recommendations from the previous nursery education inspection related to children having frequent access to role play activities and to develop their individual creativity. The children access creative and role play opportunities as part of their daily routines and enjoy many opportunities to build using different construction materials. Planning systems are starting to reflect observations and monitor children's progress towards the early learning goals and continues to be reviewed to offer a clearer picture of where individual children are at and how they are progressing.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review recording and assessment systems to show how children progress through use of the stepping stones and the 'Birth to three matters' framework. (also applies to nursery education)

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider how to provide children with additional opportunities to extend and explore their natural creativity
- review how routines are planned to ensure that all children continue to be challenged and make independent choices. (also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)